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The program of Literacy House in Lucknow, India includes training of personnel, preparation of materials, and sponsorship of a wide variety of programs. This report on their work, prepared to document the need for a budget request from the U.S. Agency for International Development, describes the achievement and prospects in programs relating to three general concepts: functional literacy, food production, and family welfare planning. Other topics covered are training programs for literacy personnel (teachers, librarians, etc.); preparation of publications and audiovisual materials; maintenance of the central library and smaller mobile libraries; field work; and description of the physical facilities, administration, and personnel of Literacy House. (mf)

EDO 32502

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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IT IS BETTER TO LIGHT A CANDLE

THAN TO CURSE THE DARKNESS

REPORT

to the

U.S. Agency for International Development

on the activities of

Literacy House, Lucknow, India

July 1, 1964 — June 30, 1969

INCLUDING OUTLINE OF WORK PLAN
AND BUDGET
FOR TWO YEAR EXTENSION PERIOD

AC005449

WORLD EDUCATION INC.
667 MADISON AVE.
NEW YORK, N.Y.

REPORT TO A.I.D. FROM WORLD EDUCATION INC.

On Literacy House Activities for the period July 1, 1964 to June 30, 1971.

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February, 1969

GENERAL SUMMARY

The long range goals of the AID grant to World Education, Inc. were to enable Literacy House to:

1. Stimulate and guide other centers to undertake literacy work.
2. Organize its findings for use by others and begin research on motivation and techniques of literacy.
3. Provide training in literacy work and produce follow-up materials, and devise effective means of distribution.
4. Provide training in communication skills and develop materials.
5. Conduct field work and testing of programs.

This report attempts to highlight the significant achievements and experiences during the period of the grant to-date (July 1, 1964 to December 31, 1968) in the light of these broad objectives.

In the past 4½ years, Literacy House has accomplished the following specific achievements:

Trained 2,762 teachers: 2,731 from 22 Indian States, and 31 from foreign countries;
Held 8 Writers' Workshops, training 89 writers for new literates;
Written and published:
36 books for new literates;
6 booklets on library development;
3 handbooks for literacy workers;
20 training courses and instructional materials;

Revised its primer and printed 155,000 copies of the revised edition;

Developed 3 new graded readers and published 95,000 copies;

Produced drafts for 14 primers, one in each of the major languages of India;

Transformed its mobile library into the District Library of Lucknow; serving almost 6,000 new readers with 16,000 volumes and a total circulation of 300,000;

Developed its campus research library to 7,000 volumes and 120 periodicals;

Improved its book distribution and marketing system;

Held 9 courses in puppetry, training 117 puppeteers, produced and sold 662 puppets; held 458 puppet shows reaching an audience of almost 250,000 villagers;

Produced and sold 23,763 audio-visual aids (khaddar-graphs, flashcards, posters, etc.);

Acquired two farms totalling 120 acres, sunk 6 tube-wells, and begun land reclamation and development;

Established a Young Farmers Institute, training 65 young men in modern farm techniques and literacy; and published and distributed 35 monthly extension pamphlets on farm subjects;

Conducted 49 off-campus extension courses in cooperation with other institutions;

Revised and revitalized two periodicals and initiated two others;

Built 33 buildings, and begun construction on 17 others;

Vastly improved its administration and personnel practices;

Begun to integrate family planning education into all aspects of its program and developed plans for a Family Life Center; and

Issued 15 evaluation monographs and begun to incorporate their recommendations in its various departments.

Progress reports relating to specific budget items have been submitted at quarterly intervals. We have not attempted in this report to give such detailed information.

Although the grant was retroactive to July 1964, effective operation could not begin until January 1965. The first three years of the grant period were devoted to program planning, completion of old projects, initiation of new ones and administrative adjustments to a considerably expanded sphere of operations. The pattern of the expanded program took shape in 1967 and there is considerable evidence that during the short period of the last two years Literacy House has gained the status of a national institution. The scope of its activities has been greatly widened from teacher training and organization of literacy classes to a comprehensive program of adult education, communications education and the training of literacy supervisors and administrators. A pattern for the follow-up to literacy has been developed with the publication and translation program and the very successful mobile library program. A substantial portion of the program has been documented and is in various stages of finalization. A real beginning has been made in investigating motivation for literacy.

The concept of the 3 F's has clearly emerged as underlying all the programs—Functional Literacy, Food Production and Family Welfare Planning. This report highlights our need for continued support particularly for staff development, building expansion, and assistance to other organizations if Literacy House is to capitalize on the achievements to-date.

NATIONAL RECOGNITION

In September 1968 the Indian Adult Education Association announced that Mrs. Welthy Fisher, founder of Literacy House and President of World Education, Inc., was to be the recipient of the first Nehru Literacy Award.

In presenting the Award the President of India, Dr. Zakir Husain, said Mrs. Fisher "had become a national figure for initiating the great national scheme of functional literacy for the people of the country. Only functional literacy could really enrich individual life, raise the standard of living and thereby contribute to the general development of the nation."

It is during the period of the AID grant that Literacy House has achieved this national image.

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TRAINING

Besides the organisation of training courses in audio-visual education, puppetry and literacy teaching techniques, the Training Department has introduced five new courses in adult education: Literacy and Adult Education for Enrolled University Students under the National Service Scheme; Librarians Working with New Literates; Literacy Supervisors; Workers of Farmers' Education Project; and Administrators and Literacy Workers of Jail Department, Government of Uttar Pradesh. 2,762 persons from all States of India were trained in 118 courses for 8 different categories of workers.

During the last two years Literacy House began more and more to work in other areas of the country, until in 1968, almost 75 percent of its courses were conducted off campus in collaboration with other agencies specializing in adult education. This has been a significant step in the direction of extending our pattern throughout the nation.

INSTRUCTIONAL MATERIAL PRODUCTION

Originally, in its publication program, Literacy House was concerned only with the production of literature for new literates. It did not produce basic literature in the field of adult literacy and education. Since 1967, however, we have concentrated on standardization of syllabi and production of instructional material, in Hindi and English, for adult education workers and administrators. This has helped in making Literacy House known throughout the country and has stimulated a demand for training courses, materials and extension centers that is difficult to meet. There is clear evidence of a much increased awareness of the role of literacy in social development and of a desire to implement various phases of our comprehensive program, which is at least partly attributable to the instructional and course materials we are now making available.

A standardized syllabus has been developed for each training course, and the supplementary teachers' guides are in preparation.

The basic literature, such as *Guide to Primer Construction*, *Guide to Course in Literacy and Adult Education for Enrolled University Students* (a course designed to orient university students to the need for the methods of teaching literacy) and *Handbook for Literacy Administrators and Workers* have drawn the attention of State Governments and voluntary organisations, who have ordered supplies of these for their work.

The following materials have been produced:

1. Course in Literacy and Adult Education for University Students; *National Service Scheme program* 1968.
2. Supervised Postal Instructions for Literacy Workers and Teachers. 1968.
3. Guide for Literacy Teachers and Trainers *(Hindi)*. 1968.
4. Organisation and Supervision of Rural Literacy Centers.
5. Guide to University Teachers and Students. *(In press)*.
6. Guide to Primer Construction. *(In press)*.
7. Guide for Literacy Administrators and Workers. 1968.
8. How to Use Flashcards. 1968.
9. How to Write a Play. 1968.
10. How to Write a Story for New Literates. 1968.
11. Working with Numbers; *programmed text*. *(In press)*.
12. Better Health Habits; *programmed text*. *(In press)*.
13. Teachers Guidebook *for Revised Naya Savera Primer*. *(In press)*.
14. Guide for Organization of Literacy Project in U.P. Jails. 1968.
15. Syllabus and Calendar of Work for Gramdan Shikshan Yojna *(Hindi)*.
16. Syllabus of Functional Literacy. 1968.
17. Calendar of Work for Functional Literacy. 1968.
18. Syllabus of Course for Librarians Working with Neo-Literates. *(Hindi)*. 1968.
19. A Course of Study in Writers Workshops. 1968.
20. Universities and Colleges and Adult Education Centers. 1968.

TWO NEW EDUCATION TECHNIQUES : CORRESPONDENCE COURSES AND PROGRAMMED INSTRUCTION

Literacy House is the first Indian institution to develop adult correspondence courses or programmed instruction teaching techniques for literacy workers and new readers. Both are in the experimental stage.

Three manuscripts of programmed texts, namely, *Better Health Habits*. *Concept of Adulthood* and *Working With Numbers* were developed. Programmed instruction simply means techniques of self-learning, i.e. a more sophisticated form of Correspondence Course. In these booklets the learner is asked to fill in a blank and answer the single or multiple choice questions. The right answer is available and the learner can check his own progress.

WRITERS WORKSHOPS

Eight workshops ranging from 5 weeks to 3 months were held with 89 participants from every state in the nation. Each participant produced a manuscript of a book for new literates, 8 of which have been published to-date.

SPECIAL WORKSHOP ON PRIMERS

In 1968 a six-week Workshop on Construction and Revision of Primers was held with 2 participants from each of the 14 languages areas of India, as well as several tribal languages. This workshop was conducted by Dr. S. Gudschinsky, the internationally known linguistic specialist, who worked with Literacy House staff for six months. They produced 14 draft primers and teachers' guides, which are being field tested, and will be published after the testing reveals what changes, if any, are required.

PUPPETRY

Nine courses were held with 117 trainees. We are convinced of the value of educational puppetry in presenting an integrated approach to social education in a highly acceptable form. In the past 4½ years, we have presented 458 puppet shows, 90 percent of them in villages, the balance at Literacy House, with an average attendance of 500. We estimate that we have reached a total audience of about 230,000 persons.

TRAINING COURSES 1964-1968
(By State)

Number of courses held :	*On-campus*	*Off-campus*	*Total*
	79	49	128

Courses organised for 3 days to 3 months in length.

Location of Trainees :

State	*Male*	*Female*
Delhi	18	16
Kerala	14	3
Pondichery	1	—
Madras	43	42
Gujrat	18	9
Manipur	—	1
Maharashtra	25	19
West Bengal	22	26
Assam	9	5
Mysore	10	3
Punjab	55	24
Haryana	4	—
Orissa	10	—
Andhra Pradesh	9	2
Tripura	—	1
Bihar	237	53
Nagaland	4	1
Uttar Pradesh	1018	833
Madhya Pradesh	50	42
Himachal Pradesh	5	1
Rajasthan	88	6
Jammu & Kashmir	3	1
Foreign Countries	25	6
Total	1668	1094

TOTAL NO. OF TRAINEES 2762

LITERACY HOUSE, LUCKNOW

SUMMER TRAINING COURSES 1969

(April to August, 1969)

These Courses are open to both men and women. Participants eligible for stipend: No. 6 Rs. 100.00 plus third class rail fare both ways; Nos. 2 and 7 Rs. 45.00 and Nos. 3, 4, 8 and 10 Rs. 30.00 for the duration of the Course. Free board and lodging facilities for participants of all Courses. Courses Nos. 1 and 9 are to be organised outside campus on receipt of requests from Government and voluntary agencies. Travel, board and lodging expenses of Instructors and participants will be borne by the requesting agencies. Participants of Nos. 12 and 13 are eligible for stipend of Rs. 10.00 per month along with free board and lodging.

1. **COURSE IN LITERACY AND ADULT EDUCATION FOR UNIVERSITY TEACHERS AND STUDENTS : (by arrangements with Colleges and Universities). Orients University staff and students to undertake literacy and adult education projects under National Service Scheme. Duration: 10 days.**
2. **COURSE IN JOURNALISM: 2 April—10 May 1969. Imparts skills in preparation and editing of readable magazines, periodicals, newspaper, reporting etc. for new literates and average readers. Applicants having bachelor degree and experience of working in newspaper, magazine or publishing concern preferred.**
3. **VII COURSE IN PUPPET MAKING, MANIPULATION AND DRAMATISATION: 28 April—24 May 1969. Imparts to teachers and field staff, skills in making and using glove puppets, as medium of communication. Matriculates possessing dramatic/musical talents preferred.**
4. **COURSE FOR LITERACY SUPERVISORS: 12 May—4 June 1969. Imparts skills in teaching, organisation, administration and supervision of literacy work. Experienced graduates preferred.**
5. **SEMINAR ON PROBLEMS OF LITERACY AND ADULT EDUCATION FOR WORKERS AND ADMINISTRATORS of Government and voluntary agencies. 14—19 May 1969.**
6. **WRITERS WORKSHOP FOR ALUMNI: 19 May—28 June 1969. To develop suitable readable manuscripts for literate adults on current topics. Experienced writer workshoppers and writers preferred.**
7. **X COURSE IN AUDIO-VISUAL EDUCATION: 19 May—28 June 1969. Imparts skills in producing and use of Audio-Visual materials. Matriculates with teaching/social work experience preferred.**
8. **COURSE FOR LIBRARIANS WORKING WITH NEW LITERATES: 26 May —18 June 1969. Imparts skills in organising literacy and follow-up work for adults. Matriculates with experience preferred.**
9. **COURSE FOR LITERACY TEACHERS: (by arrangements with Governments and voluntary agencies). Imparts skills in organisation of literacy classes. Duration: Two weeks.**
10. **V COURSE IN SILKSCREEN PRINTING: 20 June—5 July 1969. Imparts skills in printing through silkscreen, photographic and bi-chromate processes. Persons working in advertising and business agencies with artistic aptitude preferred.**
11. **CORRESPONDENCE COURSE FOR ADULT LITERACY TEACHERS AND WORKERS: Commencing in February and August 1969. Admissions open throughout the year. High School or equivalent eligible. Medium of instructions both Hindi and English.**
12. **COURSE IN IMPROVED AGRICULTURAL PRACTICES LINKED WITH FUNCTIONAL LITERACY: 1 April—31 August 1969. Imparts skills in improved agricultural practices, its allied fields and functional literacy. Illiterate and semi-literate young farmers between 16-30 years of age preferred.**
13. **SHORT COURSE IN MODERN AGRICULTURAL PRACTICES: 1 May—31 July 1969. Imparts skills in improved agricultural practices, agro-industries and social sciences. Literate young farmers between 19—30 years of age preferred.**

PARTICULARS AND APPLICATION FORMS AVAILABLE ON REMITTANCE OF RE. 1.00 TO ADMINISTRATIVE OFFICER, LITERACY HOUSE, P.O. SINGAR NAGAR. LUCKNOW-5, U.P. COMPLETED APPLICATIONS MUST BE RECEIVED 20 DAYS BEFORE THE DATE OF COMMENCEMENT OF THE COURSE.

Specimen of Newspaper Advertisement

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PUBLICATIONS & AUDIO-VISUAL AIDS

BOOKS FOR NEW LITERATES

The publication of primers, readers and other books especially written for new literates is the backbone of the Literacy House publication program. As literacy brings alive a new reading public in rural areas, there is an increasing need for inexpensively produced books specially written for adults whose reading and comprehension skills are not fully developed.

BOOKS WRITTEN AND PUBLISHED FOR NEW LITERATES

		Date	Language Hindi unless otherwise noted
1.	Blossom in the Dust, selections	1964	
2.	Weeping Sick Laughing Flowers		
3.	God is Everywhere		
4.	Our Home		
5.	Social Consciousness		
6.	Values of Life		
7.	Art of Cane Weaving		
8.	From Earth to Moon		Urdu
9.	New Horizons		Urdu
10.	The Saint		Urdu
11.	A New Life	1965	
12.	Stories of Courage		
13.	Fish Culture		
14.	Indian Dancing		
15.	Wooden Horse		
16.	India-Your Land & Mine		English
17.	Monkey Tree		
18.	Son of the Soil	1967	
19.	Gold from Earth		
20.	Village Court of Justice		
21.	Our Home, Our Children		
22.	Puppet Dramas		
23.	Handbook for Social Education Material		English
24.	Races of Mankind	1968	
25.	Storage of Foodgrains		
26.	Mahatma Gandhi and Religion		
27.	Gandhiji & Education		
28.	Gandhiji's Contribution to our Independence		
29.	The Stores of Gandhi's Life		
30.	Kasturba - A Profile		
31.	Gandhiji & Non-violence		
32.	School & Community		
33.	Farmers of America		
34.	A Piece of Green Earth		
35.	Never Too Old to Learn		
36.	Good Health		

NAYA SAVERA (NEW DAWN) TEACHING MATERIAL

A system of teaching illiterates using a primer of functional words, and three graded readers has been developed by Literacy House. The first major revision of the primer was made in 1968 during the special workshop of Primer Construction and Revision. It is now in press together with the Teachers' Guide for its use.

	Number of copies printed				
	1964	1965	1966	1967	1968
Primer ...	15,000	40,000	30,000	70,000	—
3 Readers ...	45,000	—	10,000	10,000	30,000

A total of 250,000 copies of *Naya Savera* materials was published.

Periodicals

1. *Ujala* — A monthly newspaper in Hindi for farmers and industrial workers has undergone a major revision of format and content following expert recommendations, to make it more attractive and more useful. Circulation: 2,000.
2. *Lekhak* — Quarterly newsletter, revived in 1967, in English and Hindi, for ex-trainees of Writers Workshops to maintain two-way exchange of information and ideas, undergoing editorial change to elicit more reader involvement. It is sent also to Government and voluntary agencies concerned with adult education. Circulation: 500
3. *Agricultural Extension Pamphlets* — Monthly leaflet in Hindi begun in 1966, on farm topics issued to alumni of Young Farmers Institute, district agricultural offices throughout U.P., progressive farmers, local educational institutions and others. Circulation: 1500
4. *Literacy House Newsletter* — Monthly report in English for all staff and trustees of supporting institutions on all phases of Literacy House activities. Also includes Literacy House alumni activities, news showing use at various places throughout India of skills acquired at Literacy House. First issue January, 1969. Circulation: 300.

AUDIO-VISUAL AIDS

A variety of flashcards, khaddargraphs, charts etc. have been produced to aid teachers and village workers in communi-

cating ideas. We aim to develop our capacity to produce quality materials in quantity, because our field work findings indicate the need for a much stronger effort to develop appropriate motivational materials and to train workers in the use of them. We must explore every possible approach to convince the villager of the economic value of literacy.

DEPARTMENTAL REPORTS, MONOGRAPHS, ETC.

A wealth of departmental curricula, guides and reports were prepared in mimeographed form for limited use. In 1968 a real effort was made to identify those items which with revision, editing and translation could have a wider use. Six publications for librarians working with new literates have been published.

PROMOTIONAL PUBLICATIONS

Definite progress has been made in 1967-68 in publicizing our work. We see the need to do much more in making known our program, publications and teaching aids, as well as our overall program and support needs.

The following promotional materials were produced:

1. Puppets. 1968.
2. Young Farmers Institute. 1969.
3. 15th Anniversary Souvenir. 1968
4. Annual Reports. 1964 to 1968.
5. Profile of Literacy House Programs. Rev. Ed. 1967.
6. Simple Visual Aids on Development Problems.
7. Workers Library.
8. Market Mobile Library.
9. Literacy House Training Courses (issued twice a year).
10. Revised Price list of Literacy House Publications. 1969.
11. Price list of Functional Literacy Material. 1969.
12. International Literacy Day Pamphlet. 1968.
13. Lettergram on Literacy House participation in Gandhi Centennial.

SALE OF MATERIALS

	1964	1965	1966	1967	1968	TOTAL
General Books ...	32,697	39,001	5,501	10,815	24,900	113,184
Naya Savera ...	11,990	27,984	49,060	58,058	73,590	220.682
Naya Savera Charts ...	432	395	650	1,615	962	4,054
Khaddargraphs ...	556	989	161	604	1,315	3,625
Flash Cards ...	698	1,707	186	1,906	393	4,890
Puppets ..	80	185	148	110	139	662
Posters ...	—	80	25	—	8,191	8,296
Pamphlets ...	—	—	525	779	1,699	3,003

Total Sales of Publications : Rs. 1,71,400
Total Sales of A/V Aids : Rs. 57,700 Total Sales Rs. 2,29 100

TRANSLATIONS

This work is described under Section B, Extension Program, since the majority of translations were done in cooperation with institutions in other language areas. Half a dozen books were translated at Literacy House.

The pattern of developing a national coverage of literature for the new reading public with an expanded publication and translation program has been established.

ADVISORY PANEL OF PUBLICATIONS EXPERTS

Recognizing the need to strengthen and expand its publications program, Literacy House sought expert advice in October 1968 on all phases of publications from a panel representing a variety of Indian publishers. Their recommendations are geared to improving format, design and distribution techniques to increase sales throughout India.

Several of these recommendations have already been implemented. A design specialist from Madras has revised the format of *Ujala* and *Lekhak*. All Literacy House publications now carry our price list in their front covers and correct bibliographic information in English on the back to assist libraries.

A-3

LIBRARIES

CENTRAL LIBRARY

The campus library serving Literacy House staff has built up a collection of 7,000 volumes and 120 current periodicals. It is staffed by one trained librarian and one library assistant, who are giving good service with their limited resources in a small room.

A proposal has been prepared by a Canadian library specialist, experienced in planning and organising research libraries, for the development of the collection, staff and facilities of the Literacy House Library. This plan is being adopted. A Head Librarian has been selected.

It is envisaged that the Literacy House library will give a strong boost to the literacy movement in India and Asia not only by strengthening the staff of Literacy House, but also by its active outreach to provide information and service to other research workers. The library is essentially a continuing education and research center in the field of functional literacy and related social education for adults.

The progress of library development was unfortunately held up pending clearance of legal title to the land on which the library is to be located. The major library expansion is therefore scheduled for 1969 and 1970.

DISTRICT LIBRARY SERVICE

The simple tin-trunk libraries of 1964 formed the beginning of what has become in 1968 the District Library serving the Lucknow area, and providing a working pattern for the development of District Libraries in other areas. Much of its success is the result of a policy of involving local leaders in planning and operating this service in the different parts of the District.

Six types of service operated by Literacy House now cover 40 percent of Lucknow District (population 1,000,000) and our aim is to expand the system to serve the entire District and produce further reports on our experience for guidance to others.

1. *Market Mobile Library*
   Collections of 400 volumes are set up in different villages on market days, lending books to hundreds who come from surrounding villages to trade.
2. *Halting Mobile Library*
   Market Library halts briefly to lend books in several villages en route to and from the market.
3. *Bell Bicycle Library*
   Smaller collections of 100 volumes are carried to interior villages whose people do not regularly attend markets.
4. *Workers' Mobile Library*
   Collection of about 1,000 volumes serves seven industrial colonies of Kanpur.
5. *District Library Deposit Centers*
   In six local institutions which in turn provide bicycle library service to a cluster of villages. Two more centers are planned.
6. *Library Kits for Literacy Classes*
   Each literacy class is provided with a kit of 50 supplementary graded books.

GROWTH OF LIBRARY SERVICE

	1964	1965	1966	1967	1968
Members	1,745	2,730	3,757	5,679	5,738
Circulation	23,430	47,220	55,878	77,245	92,757
Total Volumes	3,887	5,050	7,225	13,018	15,764

The work of mobile library services has been well documented and much of this material will now be prepared for publication and sharing with others.

REPORTS PREPARED

1. Book Fair. 4 pp. 1965.
2. Inter library Loan Service for Rural Libraries. 3 pp. 1965.
3. Market Mobile Library. 2pp. 1963.
4. Bell Bicycle Mobile Library. 17 pp. 1964.
5. Reaching New Readers in Rural Areas. 39 pp. 1967.
6. A Plan for District Library, Lucknow. 14 pp. 1968.
7. Proposal for the Development of Literacy House Library. 7 pp. 1969.

A-4

FIELD WORK AND EVALUATION

Field work, formerly the main aspect of our program, has now become the laboratory for testing and evaluating the comprehensive pattern of functional literacy activities developed during this period. In 1967 we undertook the integrated Block Program with the ultimate aim of covering every village in Sarojini Nagar Block of Uttar Pradesh with our comprehensive program, and then analysing the impact of this approach. Village surveys were made prior to commencing work.

WORK WITH MEN

The following table shows that of the 3765 men made literate during this period, 1529 are functionally literate according to the tests we have devised.

Adult Literacy Classes for Men	1964	1965	1966	1967	1968	Total
1) No. of classes	67	59	50	67	102	345
2) No. of adults who only read upto Primer level	80	317	333	400	406	1536
3) No. of adults who read upto level of functional literacy	405	312	210	155	447	1529
4) No. of adults who enrolled for post literacy courses	—	312	42	—	—	354
5) Passed Grade VIII	1	—	—	—	—	1
			Total			3765

A total of 2049 persons attended village leadership camps, formerly the Panchayati Raj Training Program sponsored by the Government. Since the Government has withdrawn support for this program in many States, this training has been incorporated into our field work program.

Ten Youth Clubs were organised each year with an average membership of 15 boys per club.

Two courses were given in 1968 on maintenance of pumping sets for tubewells.

WORK WITH WOMEN

In 1966 the women's field work was formed as a separate department to experiment in the various functional links to literacy that are effective with women. Our experience to date indicate that a greater effort must be devoted to reaching the total woman, whose prime concern is for the well-being of her family, if we are to create genuine motivation for literacy.

Economic, power and compensatory motives have been the main agents of the literacy drive among adults. The success of literacy work with women will depend on creating situations in which these motives predominate or in taking advantage of those situations where they already exist.

Based on the following assumptions the women's program has, during the past two years, developed:

(i) That if a powerful economic incentive is introduced along with literacy it will generate an interest in literacy.
(ii) That if economic, power and compensatory motives are created and literacy acquisition is perceived to be a satisfactory agent, interest in literacy will be created.
(iii) That if there are already existing those motivating situations, they can be efficiently manipulated for arousing interest.
(iv) That if literacy acquisition demonstrates an increase in the earning power, it will motivate others to join literacy.

Literacy classes have been conducted for rural and urban women. In 1968 eighteen classes were held with an enrolment of 408, of whom 307 became literate. We have also begun an intensive literacy drive among women in one village aimed at 100 per cent literacy. In urban areas seven classes were held and of the 120 enrolled, 105 became literate.

In cooperation with Welfare Extension Department, craft-cum-literacy work was carried on extensively. The emphasis was on home-making including kitchen gardens, food-safe almirahs (cupboards), soakage pits and dust bins, smokeless chulas (stoves), lampshades, water stands and tulsi ghat. Some of these activities were carried out by the family. In addition, 5 kindergartens (Balwadis) were started with an enrolment of 140 children. The kindergartens provide a persuasive means to reach the mothers in the village.

A modest health program was carried out by providing a medical check-up for children, distributing medicines and demonstrations in health, nutrition, home management and cooking. The kindergartens benefitted by receiving the multi-purpose wafers made by the women, four of which provide enough vitamins for the day.

260 people attended 4 family planning camps in 1964. This activity was discontinued when the grant for it lapsed, but it was revived in 1968. Four family planning camps, with a total attendance of 177, were held. As a result of this experience, Literacy House is preparing a comprehensive kit on family planning to be known as "Laws of Life", a title which seems to be acceptable to the villagers.

The most convincing illustration of the motivation for literacy attainment is the experience of the chikan work (hand embroidery) project, which takes advantage of two strong motives—the economic and the compensatory. Women are paid for their work and at the same time are made to sign for their rupees. Since illiterates cannot sign, the inducement to become literate is almost automatic.

There have been encouraging reports that women from our village literacy classes are coming to the family planning centre in the Block for I.U.C.D. insertions, but it is a small number and they are secretive about their acceptance of this concept. We want to give full attention to the link between literacy and family planning as we develop further our integrated approach and evaluate its effectiveness. It should be recognised that we are carrying out our field work in what is perhaps the most difficult part of the country as regards motivating the rural population to want change. Many of our extension efforts in fact are achieving better results in other areas than we can report from Sarojini Nagar Block.

As workers in the family planning program also report, the main obstacle with village women is lack of motivation. We must bring more resources to bear on this problem.

Our second greatest difficulty is finding and keeping women workers in villages. We must find new ways to meet the needs of those who are initially willing to work in villages but quickly return to the cities. Their economic and social needs must be met and we must develop more workers from the village itself.

We have plans for an intensive effort to find more effective approach to young women in the rural areas—the voters of today: the parents and leaders of tomorrow.

The entire field work program is a research project for testing our integrated literacy method, and as such is planned in careful collaboration with the evaluation team.

EVALUATION

The Evaluation Unit succeeded the Department of Research in 1966 with the following objectives:

(1) To evaluate the effectiveness of continuing Literacy House programs in order to improve techniques, program planning and performance, and to make available our experience to other agencies..

(2) To give assistance in preparing schedules and testing instruments to Literacy House Departments and other interested organizations.

EVALUATION REPORTS

1. Adult Literacy in an Indian Village. 69 pp. 1967.
2. Definition and Concept of Functional Literacy. 85 pp. 1967.
3. Adult Literacy: An Annotated Bibliography. 85 pp. 1967.
4. Problems of Worker Participation in Industry. 4 pp. 1967.
5. Report on Naya Savera Primer. 43 pp. 1968.
6. Evaluation of Pumping Set Training Courses. 2 papers. 1968.
7. Evaluation of Young Farmers Training Courses. 50 pp. 1968.
8. Evaluation of Workers Mobile Library at Kanpur. 65 pp. 1968.
9. Report on Chikan Work Project. 70 pp. 1968.
10. Diary Babu: Case Study of a Functional Literate. 3 pp. 1968.
11. Report on Market Mobile Library. 36 pp. 1968.
12. Developing a Research Strategy in Adult Education.
13. Significant Research in Literacy: Survey and Comments.
14. Scope and Uses of Literacy in Rural India.
15. Types and Sources of News in Indian Villages. In Progress.
16. Literacy in Development Programs.
17. Rural Radio Forums for Women.
18. Evaluation of Teacher Training Courses.

These reports are having a useful influence on the revision of training curricula in the different departments. In preparation of these reports, a variety of survey tools were formulated—questionnaires and schedules to be used in the surveys. In addition, testing materials were produced to be used in village surveys, interviews, news gathering, audio-visual programmes, writers workshops and case studies.

The evaluation staff has begun to play an increasing role in the design of the field work experimentation and testing. These two departments of field work and evaluation are more and more working in close collaboration. We hope to create a true research environment and produce a significant body of documentation to assist the development of our own overall program and to guide other organizations.

B

EXTENSION PROGRAM

Many of the activities described in Section A have been extended into other parts of the country. In 1968, almost 75 percent of the training courses were conducted off campus, mostly in Madhya Pradesh, Madras, Bihar and U.P. This has been perhaps the single most significant development in the period of the grant. We have increasing demands to continue with this pattern of off-campus training of literacy teachers and other categories of workers, but as this work develops we face the need to provide fully trained and experienced coordinators to assist the receiving institution in adapting the comprehensive literacy program to their existing programs. We therefore must train very quickly a team of extension coordinators.

TRANSLATION PROJECT

Eight institutions were selected to translate, adapt and publish five Literacy House books each in their regional languages. After approval of estimates, contractual agreements were signed. Summarized below is progress to date on this project. The pattern for developing a wide translation program of books

for new literates has been established and can be greatly expanded.

Organization	Language	Number published	Number in preparation
1. Andhra Mahila Sabha, Hyderabad	Telugu	2	3
2. Mysore State Adult Education Council, Mysore	Kannada	2	3
3. Sri Ramakrishna Mission, Coimbatore	Tamil	2	3
4. Taleem Ghar, Lucknow	Urdu	2	3
5. Bengal Social Service League, Calcutta	Bengali	2	3
angajala Vidyapeeth, Gujarat	Gujarati	2	2
7. Bombay City Social Education Committee, Bombay	Marathi	2	3
8. Utkal Christian Council, Orissa	Oriya	3	2
TOTAL	8 languages	17 published	22 in preparation

Under a separate grant, three books are being translated into Malayalam by the Kerala Hindi Prachar Sabha.

ASSISTANCE TO OTHER ORGANIZATIONS

A policy was established for the selection of other Indian institutions to be assisted in undertaking certain phases of our literacy program, and we entered into extension agreements with seven institutions, as follows:

1. *Bengal Social Service League*, Calcutta (Bengal)
   Rs. 62,000 grant for a teacher training project.
   By December 1968, 878 teachers had been trained.

2. *Mysore State Adult Education Council*, Mysore (Mysore)

   Rs. 63,000 grant for Writers' Workshops in Southern languages.
   Two Workshops were held in 1968.
   At Mysore city—21 participants prepared 21 manuscripts, 3 selected for publication in Kanarese language.
   At Hyderabad—30 participants.

3. *Shree Sharda Sadan Pustakalaya*, Lalganj (Bihar)

Rs. 57,000 grant for literacy classes and mobile libraries.

Literacy House sent a team to train 30 teachers
20 Men's classes organized
10 Women's classes organized
732 adults enrolled in these classes
Mobile library started in October 1968 with 298 members.

4. *Sarva Seva Sangh*, Varanasi (U.P.)

Rs. 2,09,600 grant for literacy classes and libraries.

A pilot project in the relationship between functional literacy and their program of rural reconstruction based on pooling of land. The project is organized in two Districts, one in Bihar and one in Eastern U.P. with the following aims:

1) to test a functional literacy model in an area where a social reconstruction movement such as Gramdan (land-gift) has preceded or is being concurrently mounted;
2) to make comparisons between field experiences in a densely populated area like Darbhanga and a sparsely populated tribal area like Mirzapur; &
3) to set up and test patterns of cooperation between voluntary organizations on joint field projects.

234 teachers have been trained by Literacy House mobile team.
200 adult literacy classes of six months duration in operation.
4,700 total class enrolment.
200 circulating libraries of 50 books each provided.
One bell bicycle library has been organized in District Darbhanga which caters to 12-15 villages with headquarters at Sarai Ranjan.
Concurrent evaluation of this project is being done by the Gandhian Institute of Studies in Varanasi.

5. Y.W.C.A., Lucknow (U.P.)

Rs. 10,000 grant for 10 adult literacy classes.

Literacy House has trained 11 teachers, and six classes are in operation with total enrolment of 150 illiterate women.

6. *Rashtra Pita Smarak Vidyalaya*, Itaunja, Dist. Lucknow (U.P.)

Rs. 4,900 grant for taking over from Literacy House the responsibility for a market mobile library.

In addition to the market library they have now organized a bell bicycle library for 15 villages, with 230 members. Next they plan to organize discussion groups in all villages.

7. *Seva Mandir*, Udaipur (Rajasthan)

Rs. 70,000 grant for teacher training program to cover 100 villages.

Project commenced January, 1969.

Extension Center, Deoria, (Eastern U.P.)

The Eastern U.P. Adult Education Center is being financed by World Literacy of Canada with the objective of testing the feasibility of organizing adult education programs in rural areas as an integral part of the school activities.

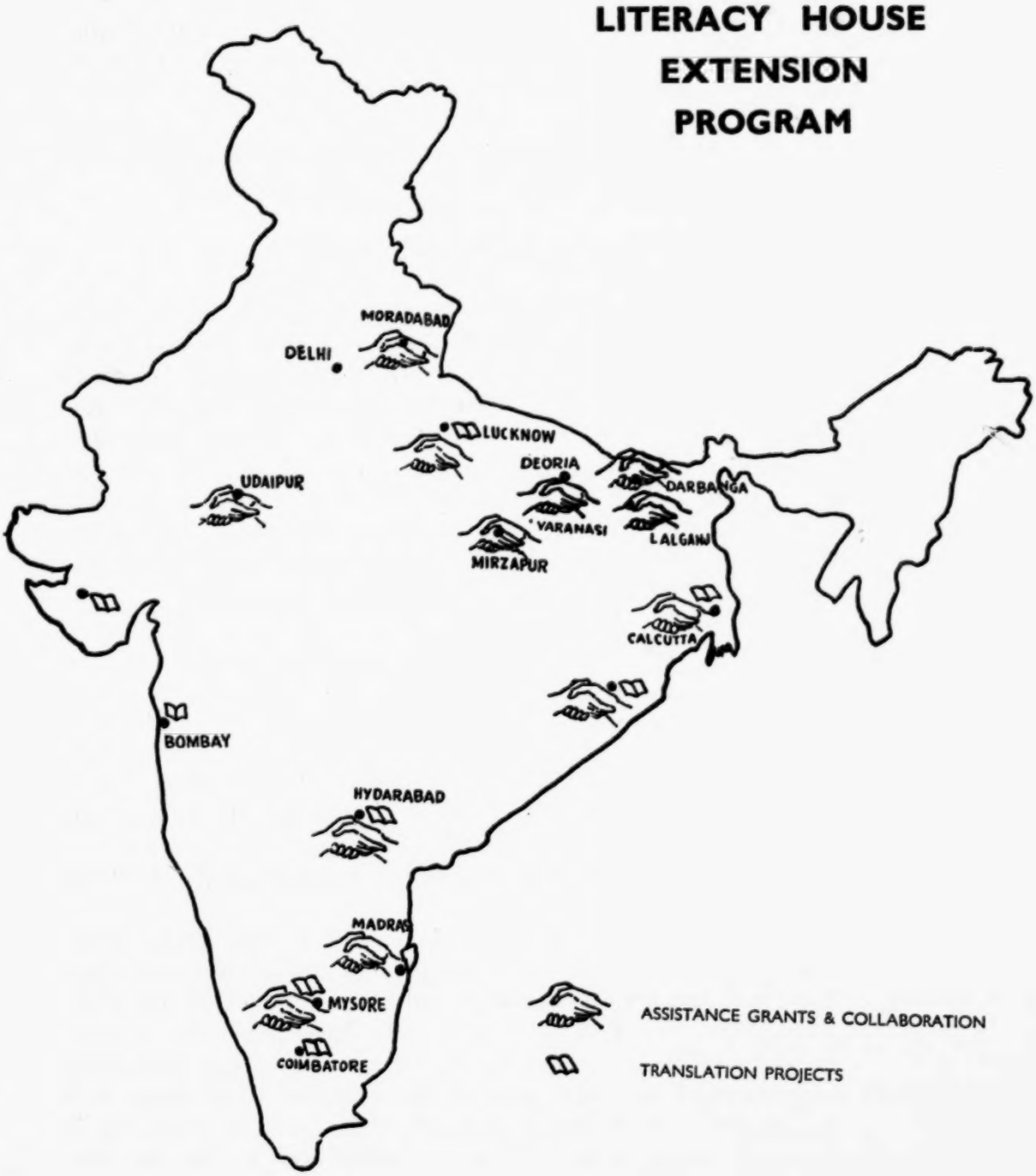
It is being developed along the lines of true extension work in cooperation with the Baba Raghavdas Inter. College, at Bhatparrani, District Deoria, with the intent to involve local leaders in the planning and development of the center from inception. World Literacy of Canada has pledged an initial sum of $15,000 for this center, half of which has already been received. Negotiations are underway for a gift of land for the center, but meanwhile we have secured two adjacent buildings In Deoria, rent free for the first three months.

A bell bicycle library was organized in August, 1968, which functions in 15 villages with 484 members enrolled and 4,000 books were circulated in first five months of operation.

A Consumer Cooperative Society was organized by the local school to cater to the needs of students.

Ten students of the Deoria school were trained in puppetry at Literacy House in November, 1968 to give puppet shows on different social subjects in villages served by the bell bicycle library.

LITERACY HOUSE EXTENSION PROGRAM



Teacher training will commence at the new center in February, 1969, under the direction of a senior member of the training staff who has been transferred to Deoria. A local managing committee is being formed to guide the work of the center, which our Canadian cooperators intend to sponsor, through Literacy House.

A Seminar on Economic Development of Deoria is being planned for March, 1969.

Kisan Shikshan Yojana, Moradabad (U.P.)

This project of adult literacy combined with the High Yield Variety Program is sponsored jointly by the Ministry of Food and Agriculture, and the Ministry of Information & Broadcasting at District Moradabad, U.P. Literacy House is training teachers and providing teaching materials. 65 adult literacy teachers have been trained by the Literacy House staff at Moradabad. One Literacy House Supervisor has been deputed to work at Moradabad as Liaison Officer with the Education Department, to share technical know-how with their supervisors and the teaching staff of the project.

One of the major goals, under the terms of the grant agreement has been "to stimulate and guide other centers to undertake literacy work". It was originally intended that grant-giving to other institutions would be among the means we would use to achieve that end. Indeed, as noted above, we have given several short term grants, ranging from Rs. 4,900 to Rs. 2,09,000.

Our experience in these four and a half years, however, has shown that other approaches are often more effective than direct grants—easier to administer, easier to supervise, and more productive of results. We have begun to concentrate on off-campus courses, short-term specialized workshops and seminars in other parts of the country, translations, and distribution of teaching materials. The project at Deoria is especially being scrutinized as a possible pattern for use elsewhere.

C

YOUNG FARMERS INSTITUTE

A major extension to the program of Literacy House began in 1966 with the establishment of the Young Farmers Institute, where literacy functions through modern food production methods. The Institute is developing a program for young farmers in the age group 15-30 with these objectives:

a) Training in *improved agriculture practices* and technology linked with *functional literacy techniques.*

b) Developing model demonstration farms through land reclamation and improved agricultural practices.

c) Carrying out agricultural extension work in farmers fields and at the Young Farmers Institute farms.

d) Establishing agro-industries for locally available agricultural raw materials.

e) Producing quality High Yielding Varieties seeds under agricultural extension program, and

f) Continuing follow-up activities through correspondence, extension literature and visits.

See Section D: Buildings & Land for description of farms.

TRAINING COURSES

From 1966-68, six preliminary training courses of differing lengths have been evaluated, and much useful experience gained in curriculum preparation. These courses operated under awkward circumstances, with classes at the Literacy House campus and farm work at Neewan. The next group of trainees will come to live, study and farm at the new educational campus at Bijnaur.

Training Courses	1966	1967	1968	Total
10 months course	9	10	—	19
6 months course	—	—	18	18
3 months course	—	6	8	14
7 days course	—	—	14	14
	9	16	40	65

In 1967 an agricultural word list of 2,500 commonly used words was collected for literacy training and publication.

EXTENSION PROGRAM

Thirty-three monthly extension pamphlets on a wide variety of subjects were published and sent to trainees and other progressive farmers in the area. Five organized demonstrations were held on different agricultural techniques. It is too soon to measure the effect of extension work, but it is encouraging to note that since the tubewells were installed at Bijnaur and land reclamation begun, a total of 13 new tubewells have sprung up on farms within a two-mile radius of the Y.F.I. with assistance from local government officials. The green revolution is in evidence in the Bijnaur area.

CARE PARTICIPATION

Each trainee has been provided with a special kit given by CARE, so that they return to their villages with tools and equipment to demonstrate their newly acquired skills to others. The kit consists of a mould-board plough, a hand-hoe, copper fungicide, endrin insecticide and a supply of literature.

CARE continues to show great interest in the Y.F.I. and we are assured of their continued participation on a larger scale, through provision of farm equipment.

FARM DEVELOPMENT

Ten major pieces of farm equipment have been purchased and land reclamation has begun.

At both Neewan and Bijnaur there was no field layout, drainage irrigation or roads when the land was acquired. The

initial phase of operation has been to plan farm layouts, prepare fields and roads, bore tubewells and develop an irrigation system for land reclamation. Three cavity tubewells are in operation at each farm with 4" delivery capacity, and those at Bijnaur are energised with electiricity. The next priority is to instal a drainage system at both sites.

We are firmly convinced of the value of developing these two usar (alkaline) lands. From a purely commercial, agricultural point of view it would be preferable to start with better land and there are many fine demonstration farms already. However, we are aiming to do something new in combining agriculture and literacy training. We are essentially an educational institution and we see the need to teach young rural people that a good life can be developed by growing food on these vast streches of unused usar land, which is the only land available to them.

Item	1966		1967		1968	
	Kharif	Rabi	Kharif	Rabi	Kharif	Rabi
Neewan						
Acres covered	10.75	3	10.75	5	20	40
Wheat & paddy produced (in maunds)*	21	7	14	5	200	—
Bijnaur						
Acres covered	—	—	—	—	40	40
Paddy & chaincha Total produce (in maunds)*	—	—	—	—	100	—

*1 maund=84 lbs. (approx.)
Kharif crop is sown in June/July
Rabi crop is sown in November

We intend to develop Neewan farm to help support the Y.F.I. but it is not our aim to make the Y.F.I. totally self-supporting. We do not believe that any educational institution can achieve its main objectives if its resources are diverted to producing income. As in all our programs, our emphasis is on *functional literacy*, i.e., basic education leading to the development of income-producing occupational skills. From this point of view, the training at the Y.F.I. will be economically oriented.

PRODUCTION OF HIGH YIELDING VARIETY SEEDS

The Y.F.I. could not take up high yielding variety seeds production program during 1966 and 1967 due to lack of appropriate operational facilities, personnel, farm supplies, and alkaline farm land conditions. However, since July 1968 efforts have been made in this direction on 20 acres especially for the production of HTVS of paddy IR-8 and wheat S-208 and S-227.

D

LAND AND BUILDINGS

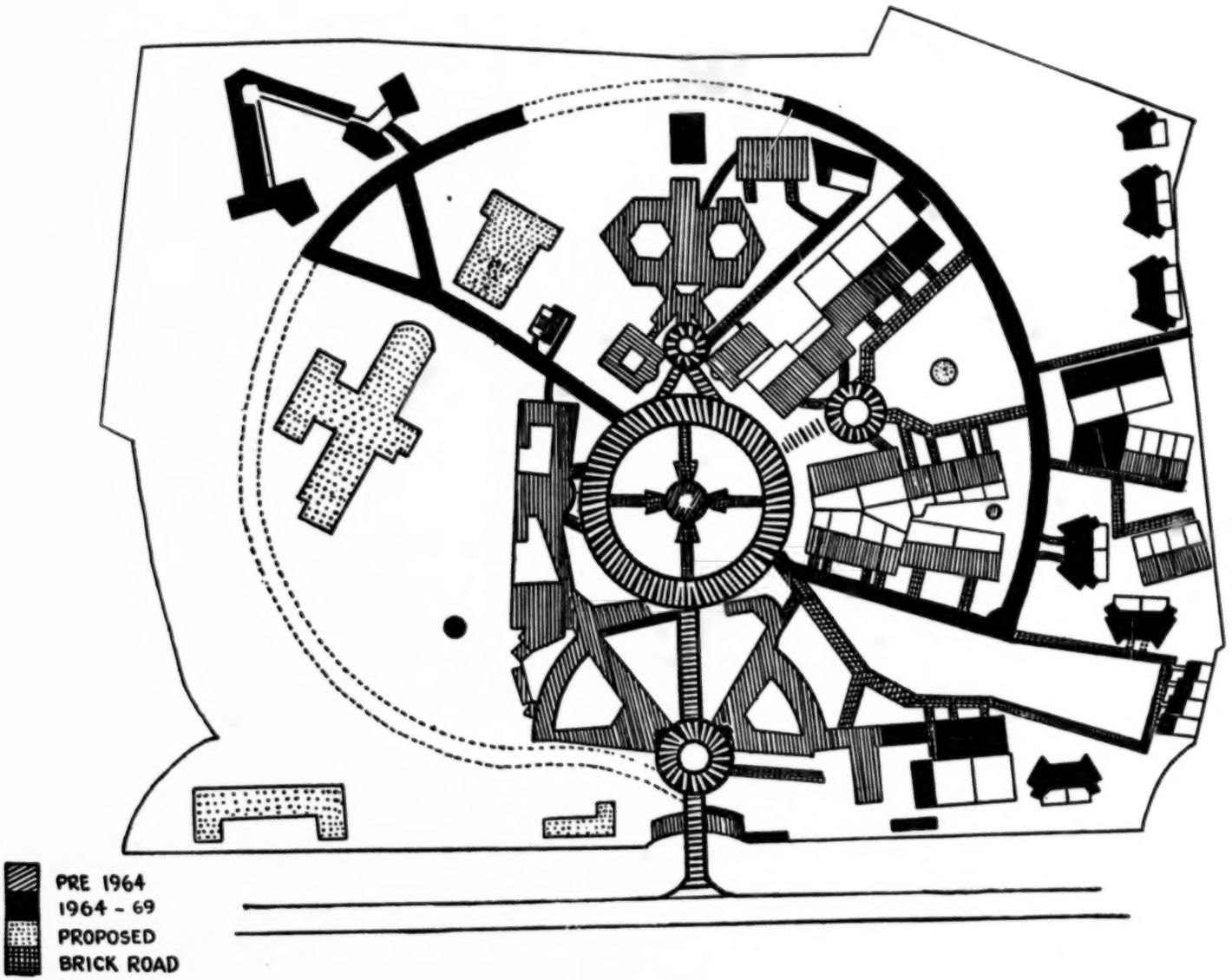
Much of the planned extension of Literacy House was held up because of seemingly interminable negotiations and litigation over clear title to land. In 1968 all of these matters were settled and titles to three parcels of land were obtained with full building rights, thus enabling the long-planned construction program to commence. This delay has been a source of real frustration and disappointment and has resulted in delays in program implementation and extension.

1. *Literacy House Campus* (Total 20 acres)

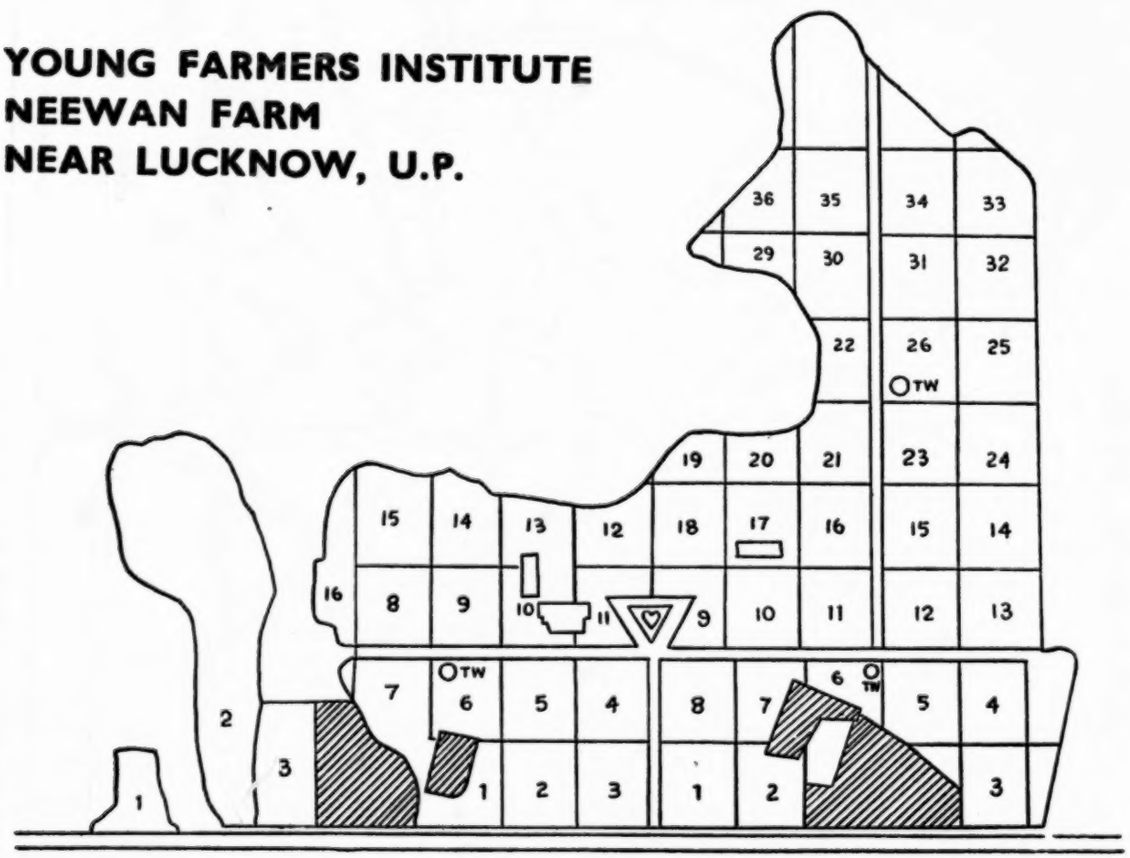
Ten acres adjacent to the present campus were acquired after six years of negotiation. The library building is now under construction with expected completion December 1969. The theatre building will be started if the grant is extended, probably on the newly acquired adjacent land.

The buildings and other major improvements constructed on the campus from 1964-68 are indicated on the plan herewith.

LITERACY HOUSE CAMPUS
LUCKNOW, INDIA



YOUNG FARMERS INSTITUTE
NEEWAN FARM
NEAR LUCKNOW, U.P.



COMPLETED BUILDINGS ▭

LAND TO BE ACQUIRED ▨

Young Farmers Institute: Site plans for Neewan and Bijnaur are attached.

2. *Neewan Farm* (65 acres)

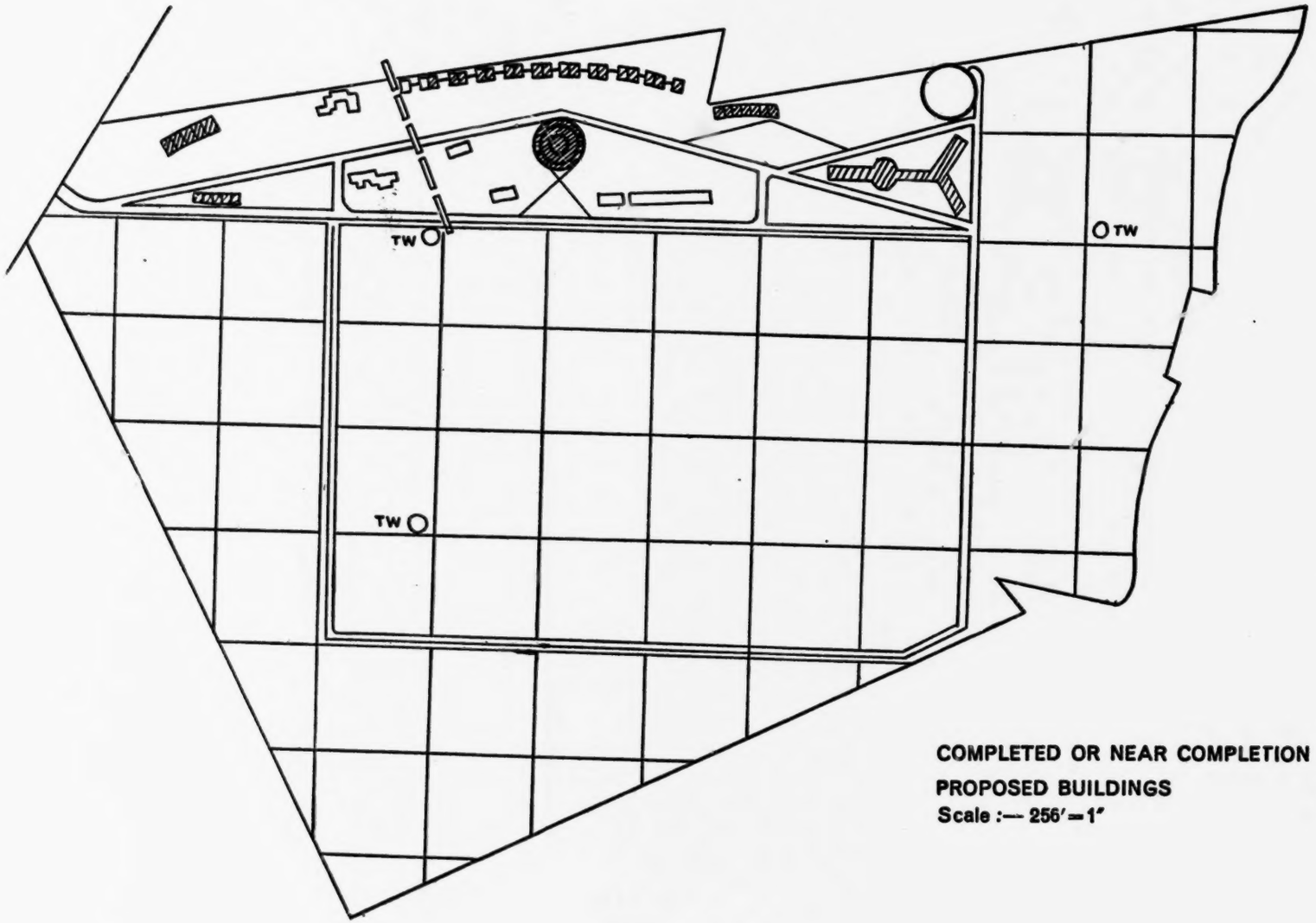
Agricultural rights were obtained in 1966, but we did not obtain building rights until 1968. Since then the following construction has begun:

Cattle shed
Helpers quarters
Farm Manager's quarters
Godown
Roads and pond
3 tubewells and pump houses

3. *Bijnaur Campus* (55 acres)

Because of uncertainty over building rights to Neewan Farm, it was decided not to risk indefinite delay in developing the Young Farmers Institute educational campus. In 1967 we began the process of acquiring an alternate site. Agricultural and building rights for Bijnaur were acquired in January 1968. The land is alkaline and has been unused for many years, as is much of the land in this area. Many different opinions were discussed regarding the correct way to proceed with the development of this farm campus and how to achieve the right mix of education and agriculture. The new Director wished to be absolutely clear in his mind on the correct program balance in this pioneer project before approving the overall plan. By the fall of 1968 the construction program commenced and will require two years to complete.

YOUNG FARMERS INSTITUTE
BIJNAUR CAMPUS
NEAR LUCKNOW, U.P.



E

ADMINISTRATION AND PERSONNEL

In the first half of the period under review Literacy House made a variety of administrative adjustments required by the terms of the grant. This is an area in which we have learned significant lessons for the future.

Because of the requirements of the grant we have learned how to plan our work and budget, and to measure progress against the plan. It has not been easy, particularly because of the complex liaison involved in the international structure within which we work.

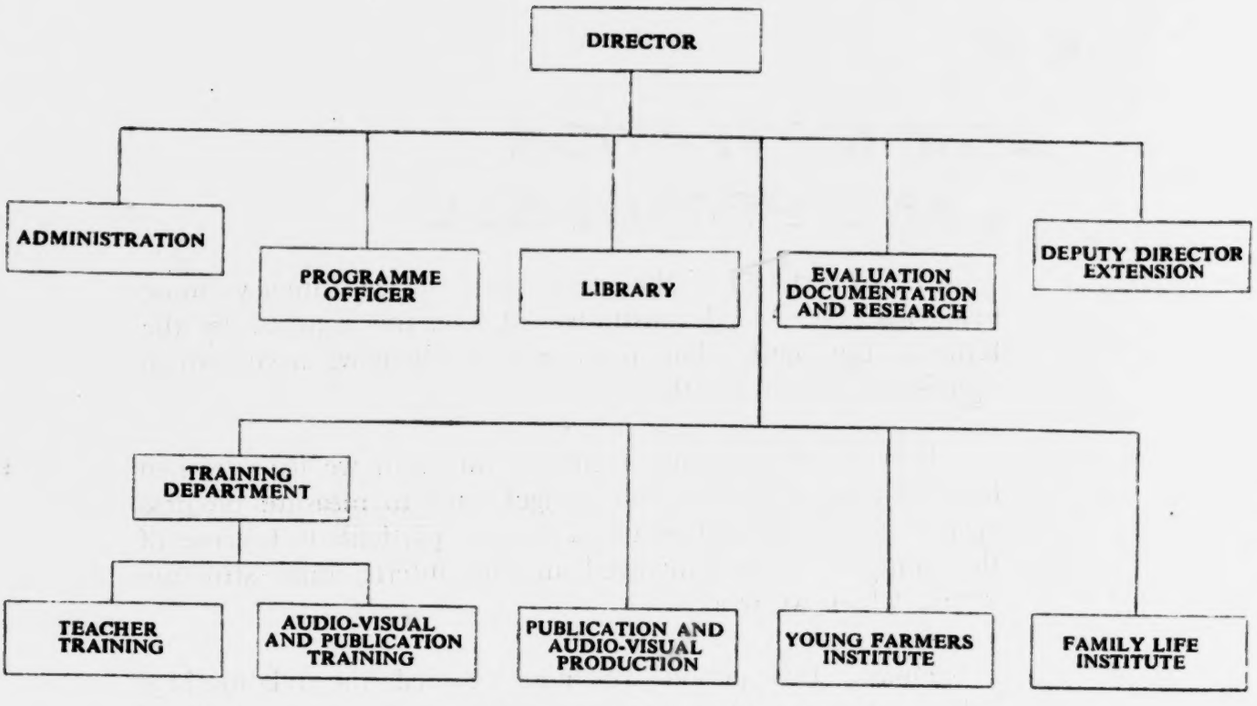
During this period we have clarified the relationships between the two main private institutions, supporting Literacy House—World Education, Inc., and World Literacy of Canada—and the India Literacy Board and Literacy House.

PERSONNEL

Literacy House has developed into a national training institution, during the period of the grant, and a number of changes and additions in personnel have been made. Our small core of workers has grown into a staff of over 100 persons. With a new Director taking charge in early 1968, there are real indications that a team of experienced and capable leaders is developing. The search for talented persons to join the staff continues.

WORLD EDUCATION, LITERACY HOUSE AND A I D

During the period of the grant the relationship between World Education, Inc., and Literacy House has been more clearly defined. We have come to realize that the role of the Representative of World Education, Inc., is a delicate and difficult one. Both World Education, Inc., and Literacy House remain flexible and open-minded in seeking to find the most effective way to fill this position, and are committed to fulfil the responsibilities incumbent upon them by the AID grant.



LITERACY HOUSE ORGANIZATION CHART

In 1968 five Trustees of World Education, Inc., visited Literacy House. The background knowledge gained by these key people has strengthened the link between the two organizations.

At World Education, Inc., and at Literacy House too, we know full well that our efforts to develop the kind of leadership and the kind of program necessary for this institution to flourish as an international training center have been but imperfectly realized. In many ways, however, we believe that we have been partners in pioneering the relationships between private and public organizations in this new era of international development. We hope that we may continue to grow and to learn, and that our experience may be of value to others.

F

PROJECTED ACTIVITIES: January Through June 1969

This section of the report outlines the important activities that have been or will be undertaken during the last six months of the present AID grant period.

TRAINING

A total of 14 courses are being offered on the campus during this period, as well as at least five more off-campus. Four more will have begun. One of these, a correspondence course for literacy teachers, was started for the first time on January 25, 1969. Two courses will be held by the Writers' Workshop section, and a third one partly sponsored by the Rajasthan State Government may be held in Mount Abu. Field testing of the primers developed in various Indian languages in 1968 has proved successful, and at least three (in Marathi, Kannada, and Hindi) will be published during the six months. The puppetry section has seen Bil Baird's puppet play "Small Family—Happy Family", and the manuscript has been returned for final revision. Under the direction of a highly qualified and experienced Audio-Visual head, the puppetry section plans to develop a strong core of puppeteers capable of high level training and performance.

PUBLICATIONS AND AUDIO-VISUAL AIDS

Four more books for new literates will come off the press, as well as a revised edition of the *Naya Savera* primer of 30,000 copies. *Ujala* has been issued twice in its new tabloid format, and four more issues will have been printed by the end of the period. The first issue of *Lekhak* (the Writer), a periodical for social writers, has re-established contact with our alumni writers, and the second issue will be sent out to 500 people before July. 9,000 copies of six different Agricultural Extension Pamphlets will have been distributed. A Literacy House newsletter, *News from Literacy House*, was published for the first time in January 1969 in 500 copies (mainly for the Founder's Day celebrations), and five more issues will be forthcoming, with a circulation of about 200 to staff and trustees. Sales expectations are high for the six months period: 50,000

complete sets of *Naya Savera*, 20,000 copies of various kinds of follow-up literature, and 500 sets each of flashcards and khaddargraphs. 2,000 posters have already been sold.

Literacy House wishes to explore the feasibility of using filmstrips synchronized with recordings (G.E. Phonoviewer, retail cost $21.95) in presenting a variety of topics to villages to stimulate learning. The development of program content for both filmstrip and recording is a field in which Literacy House has special background experience. A simple inexpensive audio-visual teaching aid of this sort could become an important part of the integrated literacy program, and stimulate a social revolution in the countryside.

LIBRARIES

The new Central Library building is now under construction, with the completion date expected to be in December 1969. In April an experienced Head Librarian will join the staff. In addition to continuing its various mobile libraries and other library services, the District Library opened one new market mobile library, and two additional bell bicycle clusters in January 1969. A service of providing library kits of 50 books to each of our literacy classes also began in January 1969.

FIELD WORK AND EVALUATION

The field work section has seen its role primarily as a service for field testing of the various training patterns developed by other Literacy House departments. Literacy House has developed an integrated block literacy program, attempting to achieve 100 percent literacy in selected villages; one village has accomplished 62 percent literacy in three months. The men's section has completed literacy survey work of 32 villages in two new clusters and hopes to start classes in many of them during the period. A literacy class for day-labourers on the Literacy House campus and one in Lucknow for rickshaw pullers will be supervised during the period. A local village council has donated land to build a Gandhi community center that will provide a variety of agricultural, economic, and social services to a cluster of villages, and work on this project will continue. We hope other villages will soon do the same.

The women's section has adopted a new approach that concentrates on the need for healthy family life; emphasis on family planning in all its projects will increase during this period. An intensive family planning course will be held for Literacy House staff in April or May. During this period, plans for a Family Life Institute will be completed.

In the evaluation section two reports (on chickan work training and the Workekrs' Mobile Library) were completed in February, and the preparation of seven others (on the Teachers Training Course, the 100% Literacy Project, the impact of literacy on developmental programs, the Rural Forum for Women, the literacy class for campus labourers, and the recent Young Farmers Institute training courses) are all in various stages of data collection or writing.

EXTENSION PROGRAM

This six month period will see the beginning of a de-emphasis on expansion in terms of grants to external institutions. We do not anticipate, therefore, entering into any new agreements during the period, with the possible exception of a small project in Western U.P. Literacy House is concentrating on extension of its basic services, particularly off-campus training, translation, and distribution of published and audio-visual materials to various parts of the country.

YOUNG FARMERS INSTITUTE

A three month course in improved agricultural practices was completed on February 15, 1969. Another three month course will start in May. An extension pamphlet will have been mailed out every month to Y.F.I. alumni and many other interested individuals. Kits of useful farm equipment provided by CARE were distributed to the eight recent graduates of the three month course. On the farms, land reclamation continues and the last acre of unplowed land will be turned over. Fencing, irrigation channels, and drains on both farms should also be completed. The first six-month course at the new campus is scheduled to begin in July. Curriculum preparation and revision will continue.

LAND AND BUILDINGS

Construction will continue both on the Literacy House campus and on the two farms at Neewan and Bijnaur. On the campus, in addition to the library already under construction, it is hoped that work will begin on a theatre building, to include the audio-visual department which is sorely pressed for more space and more adequate facilities. The proposed new Family Life Institute will need a building, and architects' plans will be drawn up during this period. Consideration will be given to a proposed community center for staff members. An additional tubewell, roadwork and grounds work are planned.

Before the end of this period we hope to have an American agricultural specialist at the Y.F.I. At Neewan farm, all three tubewells are now operating, and pump houses have been built. A cattle shed, helpers' quarters, and a storage building have been constructed. The farm manager's quarters will have been completed before June, and roads and a pond developed.

At Bijnaur, all major planned construction should have been completed by June. If a favourable decision is reached regarding the AID grant, we will want to begin construction of the following: cattle shed, chicken coop, piggery, workshops, married students' quarters, staff houses, and a teaching clinic (the last financed by private grants).

ADMINISTRATION AND PERSONNEL

The India Literacy Board has begun work on revising its constitution, so that it will become in law what it is in fact and in intent, namely the Board of Trustees of Literacy House. Literacy House will be a registered body to which Indians and others may contribute and receive tax-deductible receipts. This proposed change will greatly improve relations with supporting institutions and will permit fund-raising activities to proceed within India and abroad on a larger scale. The new Board will function through an Executive Committee and Trust Committee.

World Education, Inc., has appointed a full-time Executive Vice-President who is spending a month at Literacy House and in New Delhi, consulting with Literacy House staff, the World Education Representative, and AID officials. He has

been accompanied by his wife, also a member of the Board of World Education.

At Literacy House, a great many improvements and controls have been achieved since the appointment of an Administrative Officer in mid-1968. We anticipate that this progress will continue, and that our accounting routine in particular will improve. To meet the demanding tasks ahead of us in terms of quality as well as quantity, we are embarking on a program of staff development and selection of specialists. Before July we hope to have appointed qualified persons in several key positions in the following departments: publications, Young Farmers Institute, library and evaluation. A director of training department, responsible for teacher training and audio-visual activity will soon be appointed.

The Literacy House organization chart, adopted during this period, which shows lines of responsibilities, may be seen in the work plan and budget accompanying this report. The preparation of the reports and plans to justify our request for extension of the present grant has afforded us the opportunity of thorough review of policy and procedures.

FINANCES

Finances for this period as well as the period from July 1, 1964 to December 31, 1968, are covered in Section G.

G

FINANCES

Literacy House has received support from three major sources:

1. World Education, Inc.
   a. AID grant.
   b. Private contributions.
2. World Literacy of Canada.
3. India
   a. Government assistance.
   b. Private contributions.
   c. Sale of Literacy House publications and materials, etc.

The AID grant has covered the largest share of the budget during this period, and has enabled us to begin a major expansion of all phases of our work. Our program today is considerable wider and deeper than it was in 1964, but without continued support from AID we would not find it possible to fill in the gaps and achieve our extension potential.

With the administrative experience we have gained, the clarification of inter-organization relationships, and the improvement in key administrative personnel we look to the years just ahead as a period to achieve a better balance between private and public funding, and greater support from India sources. Both World Education, Inc., and World Literacy of Canada have stepped up their organizational capability, and with better program planning and budgeting they are hopeful of achieving steadily increasing support for Literacy House.

In 1969 and 1970, Literacy House expects major contributions from CARE in the form of equipment for the Young Farmers Institute.

An important milestone in 1969 will be the 90th birthday of Mrs. Welthy H. Fisher, founder of Literacy House. Special fund raising activities are being planned in the U.S. and in India in recognition of the event and of her work for functional literacy in India.

A financial statement and budget covering AID funds for the period July 1, 1964 through December 31, 1968, with projections through June 30, 1969, is attached.

The work plan and budget which accompanies this report covers the two-year period July 1, 1969 through June 30, 1971, and includes proposed use of all projected income—not only the unutilized AID funds, but also increased contributions from World Education, Inc., World Literacy of Canada, Indian and other sources.

We feel confident that we stand at the take-off point. Extension of the AID grant will give us the final boost.

FINANCIAL SUMMARY AND REVISED BUDGET (AMENDMENT NO. 2) FOR GENERAL FIVE YEAR WORK PLAN UNDER US AID RUPEE GRANT TO WORLD EDUCATION INC. FOR LITERACY HOUSE (JULY 1, 1964 TO JUNE 30, 1969))

ITEMS	Proposed Budget Amendment No. 2	EXPENDITURES			Estimated unutilised funds as of July 1, 1969
		Actual Expenses as of Dec. 31, 68	Anticipated Exp. Jan. 1 to June 30, 69	Total Exp. from July 1, 64 to June 30, 69	
	A	B	C	D(B+C)	E (A—D)
1. An Expanded Capital and Operating Budget for Literacy House, Lucknow, India					
A. For non-recurring capital items	(2,035,600)	(626,750)	(530,000)	(1,156,750)	(878,850)
1. Library	296,250	23,800	70,000	93,800	202,450
2. Additional housing:					
a. 1 Unit for four bachelors	38,000	38,000	—	38,000	—
b. 13 Units for staff family qrs.	260,200	131,200	129,000	260,200	—
c. 12 Units for helpers qrs.	80,000	25,500	10,000	35,500	44,500
d. Community Center at Literacy House	20,000	—	—	—	20,000
e. 2 bed room guest house	23,750	23,750	—	23,750	—
3. Theatre and Puppetry Trg. Center, Building and Equipment	150,000	—	—	—	150,000
4. Additional dining and kitchen facilities	23,500	23,500	—	23,500	—
5. Additional class rooms, offices and stores	60,000	60,000	—	60,000	—
6. Tube well for additional water	57,000	10,000	27,000	37,000	20,000
7. Site development and land acquisition	400,000	196,000	164,000	360,000	40,000
8. Young Farmers Institute:					
a) Site and farm development	285,000	95,000	50,000	145,000	140,000
b) Building and furnishing	341,900	—	80,000	80,000	261,900
B. Village & Factory Adult Education Training	900,000	486,500	80,000	566,500	333,500
C. Mass Communication Department:	(1505,000)	(952,300)	(157,000)	(1109,300)	(395,700)
1. Training programs	708,000	440,300	66,000	506,300	201,700
2. Revolving fund for publications	605,000	466,000	66,000	532,000	73,000
3. Translation of books	192,000	46,000	25,000	71,000	121,000
D. Partial maintenance and administration	800,000	446,000	28,000	474,000	326,000
E. Support of research, Investigation and evaluation	223,000	107,000	16,000	123,000	100,000
F. For assistance of specialists:					
1. Partial salary and travel WEI Representative	520,000	272,000	72,000	344,000	176,000
2. Salary & Travel of visiting specialists	260,000	29,500	30,000	59,500	200,500
G. Operating expenses for Young Farmers Institute	280,000	95,000	32,000	127,000	153,000
2. Expansion Program	(1411,370)	(363,400)	(220,000)	(583,400)	(827,970)
A. Salary & Travel of Administration	210,000	92,000	20,000	112,000	98,000
B. Assistance to other organizations	1201,370	271,400	200,000	471,400	729,970
Total	Rs. 79,34,970	Rs. 33,78,450	Rs. 11,65,000	Rs. 45,43,450	Rs. 33,91,520

H

WORK PLAN AND BUDGET

WORK PLAN FOR PROPOSED EXTENSION PERIOD OF AID RUPEE GRANT TO WORLD EDUCATION INC., JULY 1, 1969 TO JUNE 30, 1971.

LONG BASED GOALS

The goals of Literacy House which have guided the AID assisted program during the past four and a half years remain essentially the same as we now plan for the future. There have of course been some re-ordering of priorities and changes in structure to achieve the goals.

Literacy House is well on the way to becoming an established and recognized institution in the field of functional literacy education, especially as it relates to food production and family planning. Through a variety of training programs and through both published and audio-visual materials, Literacy House is achieving a national, even an international impact. In the entire program and in extension activities throughout India, projects are being tested, evaluated and reported. Library services are being developed as central and essential to the success of the overall program.

Specifically, the long range program goals are:

(a) to stimulate and guide other centres to undertake literacy work based on sound adult education principles;

(b) to organize presently available knowledge to make it useful to others and to begin thorough research on problems of motivation and technique in the education of illiterates;

(c) to provide training in literacy teaching and to produce teaching and follow-up materials for the

education of illiterates which will encourage them in the practice and improvement of their skills;

(d) to provide training in communication skills, to produce a variety of materials designed to inform and educate illiterate and newly literate audiences, and to devise effective means of distributing these materials;

(e) to continue active work in villages and cities as a means of constant testing of findings in realistic situations.

THE CONCEPT OF LITERACY HOUSE

Literacy House is a *national training institute* for workers in adult literacy. The on-campus program is primarily the training of teachers, supervisors and writers, the development and production of audio-visual and other mass communication media, experimentation, evaluation and documentation. Taking advantage of the fact that Literacy House happens to be located in a state with the highest incidence of illiteracy in India, most Literacy House activities in the locality will be demonstrations, experimentation, testing of publications, educational materials, training methods, and various mass communication media.

All these activities have the broader objective of developing a pattern which can be replicated or adapted elsewhere. Publications, teaching aids, puppet dramas can all be translated and offered for use in other language areas in India and abroad if testing proves them to be effective. The extension program is a projection and practical application of the philosophy, methods and materials developed at Literacy House.

Thus in the campaign against illiteracy, Literacy House campus will be the headquarters training and production centre, the environs of Lucknow its laboratory and primary extension area, and the whole subcontinent its field of operation, in cooperation with other agencies. To an increasing extent Literacy House will also become an international centre.

PROGRAM PRIORITIES AND ORGANIZATIONAL STRUCTURE

In the two year extension period Literacy House will take the following program priorities as its specific objective:

1. Continue the production, testing and distribution of basic literacy guide-books and training materials.

2. Continue development of techniques and production of materials for correspondence courses and programmed instruction.

3. Implement recommendations of Publications Advisory Committee greatly to expand publications for new literates and promote their distribution.

4. Further develop program of evaluating and documenting all phases of comprehensive training, and system of follow-up with ex-trainees, to assess and improve training program. A specialist will be brought in to develop this work in collaboration with Literacy House.

5. Develop present library into a significant research collection in adult literacy and related socio-economic education.

6. Revitalize audio-visual and educational puppetry programs and materials with assistance of a Specialist on a two-year contract basis.

7. Develop a training program integrating functional literacy and family welfare planning.

8. Continue curriculum and farm development for integrated training in functional literacy and food production.

9. Train a core of extension coordinators and administrators to develop further extension assistance to other institutions in developing literacy program.

10. Complete the remaining construction program planned.

11. Carry out a program of staff development.

12. Provide regular comprehensive program reports for private, supporting agencies as well as AID.

Based on the experience of the last four years, Literacy House has designed a more effective organizational structure and administrative service to achieve its objectives. The forward planning, budgeting and reporting required by the AID grant has helped to define this new structure. Major programs are more easily identified and developed. Administration and supporting services have been rationalized and streamlined. Coordination has been improved. Reporting to AID and private supporters has become more comprehensive.

The Director's function is to focus the program on the twin objectives of *training* and *production of materials*. He has overall responsibility for the public image of Literacy House, its financial resouces and for staff development. He is also the chief liaison with international and supporting agencies, including World Education, which is responsible for administration of the AID grant.

The *Central Library* is developing into an important research base not only for Literacy House staff but for others working in literacy and adult education. *Evaluation, documentation* and *research* are the essential concomitants of the library.

The *Young Farmers Institute*, which the AID grant has assisted in many ways, is a special laboratory and demonstration unit relating food production to functional literacy. This is necessary not only because India has mainly an agricultural economy but also because food for the millions of undernourished people of this country is a major problem. As the development of the farms and facilities of the Young Farmers Institute proceeds, the emphasis of its activities will be training of teachers and production of materials on functional literacy related to agriculture.

The other experimental training and production laboratory of Literacy House is the new Family Life Institute (Attachment I). Family welfare planning is the third major aspect of the Literacy House program, along, with functional literacy and food production. At this institute special emphasis will be given to training and production of materials on health, family planning, home science and economic projects which will enable women, especially in the rural areas, to develop happy, healthy and educated small families.

If training and production of materials are the trunk of the Literacy House tree, then *extension* is the fruit. There is no limit to the variety of extension projects which can be undertaken if the training, materials production and research carried out at the base of operations are effective. Extension work of two types will be undertaken in other geographical and linguistic regions, as well as in Lucknow and its environs:

(a) Extension of specific Literacy House activities, e.g. off-campus training, writers workshops, etc.

(b) Financial assistance to and collaboration with agencies having similar objectives.

Extension work depends on close liaison with the training and production program at Literacy House as well as with other agencies. Staff will be trained to develop contacts and projects based on this wider concept. There is a growing demand by Government and other agencies for off-campus training courses of various types. By stimulating greater awareness in India of the intimate relationship between adult literacy and the progress and prosperity of the nation, extension projects of Literacy House will greatly increase. Realistic criteria for evaluating and selecting extension opportunities from the many assistance requests received will be further developed.

The AID grant has made possible the use of specialists in the development of Literacy House, including assistance to the World Education Representative in India. During these two years we plan to take more advantage of the opportunity to use specialists, both American and Indian, particularly for upgrading the quality of the core programs of training, production of materials, library and research, the Young Farmers Institute and the Family Life Institute.

Land development and capital improvements in both buildings and equipment have been major achievements of the AID grant to Literacy House. Virtually an major buildings planned (expect the theatre) are under construction or completed. Financial provisions have been made in the request for the grant extension to provide for completion of the construction program.

FINANCIAL

Attached is a *Budget Summary* for the two years period for which the extension of the grant is requested. A few comments may be helpful in understanding the budget. The categories have been reorganized from the previous budgets in an effort to clarify program objectives, to fit the new organizational structure, and to facilitate communication of financial needs to private supporters. The *Family Life Institute*, which continues and expands the women's field work and training program, is the most significant development in the plans for the next two years.

The Budget Summary also indicates the projected income from World Education, Inc., in the U.S., World Literacy of Canada, Inc. and from Indian and other sources. The ratio of income from non-AID sources is expected to increase significantly during the two year period of the grant extension.

Detailed *Work Plan* and *Budgets* will be prepared for each six month period. The first will be completed in May, 1969, covering the six month period beginning July 1. A detailed staffing pattern for each department will accompany the first Work Plan. While flexibility is essential in any institutional development program, we believe that a sound framework has been established that will provide for effective utilization of the funds which would be made available by a two year extension of the AID rupee grant to World Education, Inc.

PROPOSED BUDGET FOR EXTENSION OF AID RUPEE GRANT TO WORLD EDUCATION INC., FOR LITERACY HOUSE—JULY 1, 1969—JUNE 30, 1971

Category	WE/AID Rs.	WE Rs.	WLC Rs,	India and other (Ind. CARE)	Total Rs.
1. Training	200,000	125,000	—	10,000	335,000
2. Audio-Visual	150,000	25,000	—	20,000	195,000
3. Publications	300,000	50,000	—	100,000	450,000
4. Young Farmers Institute	150,000	150,000	50,000	17,500	367,500
5. Family Life Institute	100,000	150,000	70,000	55,000	375,000
6. Research & Evaluation	100,000	50,000	—	—	150,000
7. Library	100,000	50,000	50,000	—	200,000
8. Extension[1]	825,000	—	350,000	—	1,175,000
9. Specialists including Representative WEI[2]	375,000	—	—	—	375,000
10. Capital-Nonrecurring	875,000	110,000	50,000	150,000	1,185,000
11. Administration	225,000	200,000	140,000	100,000	665,000
Totals	3,400,000	910,000	710,000	450,000	5,462,500

1 Category—Extension includes grants to other organizations and other types of extension programs which Literacy House has undertaken as it has developed into a national institution for training and production of materials in functional literacy.

2 Additional costs of representation in India contributed by World Education Inc., and World Literacy of Canada amount to approximately $25,000.00 per year.

ATTACHMENT!

PLAN FOR FAMILY LIFE INSTITUTE

LITERACY HOUSE, LUCKNOW, INDIA

A training center combining functional literacy with the various elements of family planning.

Introduction

Literacy House has been seeking appropriate ways to combine its comprehensive literacy training progress with the family planning program, which is of such particular urgency in India. The Government of India has a crash program in operation which is concentrating upon provision of various contraceptives for maximum prevention of births in order to achieve their target of reducing the birth rate to 25 per 1000 by 1975.

Discussions with people actively engaged in family planning work at different levels, including Dr. S. Chandrasekhar, Minister of Health, Family Planning and Urban Development, Government of India, reveal that their greatest need is to learn how to motivate villagers to accept the family planning concept and to develop materials that can be used in approaching the villager on this very intimate and sensitive subject. Many of their workers are people who were formerly in the Malaria Eradication campaign and they are seeking trained field workers more oriented to family needs.

As an educational institution, Literacy House sees a great role for the Family Life Institute in training workers and developing printed materials and audio-visual aids that will motivate villagers to accept the family planning concept in a positive, enthusiastic way based on their understanding and practice of good health, nutrition and child care habits, as they relate to hunger, disease and illiteracy.

To the average Indian villager, a large family is the surest form of old age security and community life. The remote concept of improving India's economy by smaller families is meaningless to him. His world is the village, and his main strength lies in his traditional culture each of which is preventing him from improving the welfare of his family. To adapt to the present possibilities the entire family must learn to understand at their own rate of acceptance the relationship between good child care, health habits and nutrition to the survival rate of the members of the family. They must also understand that

with fewer children they can provide better education for them; but at the same time this does not mean that the children will go off to work in the cities. At this point the work of the Family Life Institute must be related to the overall functional literacy progress which aims at developing agro-industrial skills for employment in rural towns.

Objectives

Through an integrated approach to family life, to educate the rural population in the values and techniques of family welfare planning.

To develop and conduct training courses for High School graduates in the concepts and methods of achieving education, health, security and harmony in family life.

To develop and produce printed materials and audio-visual aids for use by workers in the field on all aspects of family life.

To develop and evaluate to the fullest extent the relationship between Literacy and family planning, and to implement it with the Literacy House staff and in the field work program, initially. Subsequently this pilot effort may be extended to other parts of India and Asia.

Scope and Approach

The Family Life Institute will be located on the Literacy House Campus on a section of recently acquired land which fronts on the main highway between Lucknow and Kanpur. It will develop its program in close cooperation with government officials, educational institutions and other agencies active in social work, following the integrated approach to village life that characterizes the functional literacy program. The first priority will be to select the key staff to plan and organise the training program, the materials development program, building requirements and the student enrolment.

The program of the Institute will of necessity have to be oriented along very practical lines if it is to attract people from villages to attend its courses and return to work in the villages. People from the cities are in general unwilling to work in villages, so the Institute will look to the villages themselves for trainees, thus giving an added incentive to those women and men new in literacy classes to continue their studies. The

students attending the condensed course sponsored by the Central Social Welfare Board of the Government (25 are now at Literacy House) are also likely candidates for training at the Family Life Institute.

To plan and carry out a significant and complex program of such a practical nature will require leadership of exceptional capacity, with solid academic grounding and the ability to relate academic principles to basic life education. In other words, the head of the Family Life Institute must have a good balance of theoretical and practical ability.

Activities

1. To plan curriculum for training courses and modify these as required by experience.
2. To conduct six-month training courses for High School Graduates in the theory and practice of the elements of family life, with periods of field work in villages included.
3. To conduct shorter courses in specific aspects of life, such as nutrition, child care, etc.
4. To operate one or more mobile units equipped with library, audio-visual aids, clinic, health and nutrition materials.
5. To develop and select appropriate course material for use by teachers and trainees, and revise as required.
6. To develop and select films, filmstrips, puppet dramas, khaddargraphs, charts etc. for use by family life workers in the field.
7. To maintain close liaison with activities and developments in special work, and working contacts with key people in other organizations.
8. To promote and publicize the activities of the Institute.
9. To evaluate and report on the work of the Institute with a view to stimulating similar work in other parts of India and Asia.

10. To operate a small pre-school for experiment and practice work in nutrition and other areas.
11. To conduct a field work program in the villages surrounding Literacy House, in conjunction with the existing field work.
12. To produce follow-up literature of different kinds for all trainees of the Institute, and maintain close liaison with their activities after completing training.
13. To assist trainees in finding employment as family life workers.
14. To produce literature for new literates on all phases of family life in conjunction with the Literacy House Publications Department.
15. To give special attention to the relationship between literacy and family planning, and produce research reports on this link.

Administration

The head of the Family Life Institute will be responsible to the Director of Literacy House, as is the Head of the Young Farmers Institute, the extension project combining functional literacy with food production.

Literacy House will provide the administrative services required by the Institute through the Administrative Officer, as well as the evaluation of its program through the Evaluation Department.

On many matters of publication, public relations and audio-visual work, the Institute will use the facilities and services of Literacy House, as do the regular departments of Literacy House.

The Literacy House Library will serve the needs of the Institute and seek to maintain close liaison with the staff.

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OCT 28 1969
on Adult Education

Financial Requirements

A budget and specific work plan for the initial phases of the Family Life Institute are being developed.